

PBL Integrated Unit of Study

Grade Level: 7 Teachers: Derek Marione-Stanton, Kathie Garbarini, & Marta Gomez
Subject Area: Social Studies

Part I. Identify Desired Results (Enduring Understandings)

- What is the overarching driving question? Sub-Questions

How is life in other people's shoes? Unit sub-questions: What was life like in Colonial America?

What standards will be addressed?

What will students need to know? Content	What will students be able to do? Skills and Processes
Social Studies (6.4 D 1-2) <ul style="list-style-type: none">• Analyze the political, social, and cultural characteristics of the English colonies.• Describe the political, religious, social, and economic institutions that emerged in Colonial America, including New Netherland and colonial New Jersey.	Language Arts (3.2 B3, C, D1; 3.3 D 2-4) <ul style="list-style-type: none">• Write reports and subject-appropriate nonfiction pieces across the curriculum based on research and including citations, quotations, and a works consulted page.• Mechanics, Spelling, and Handwriting Skills• Gather, select, and organize information appropriate to a topic, task, and audience.• Use visual aids, media, and/or technology to support oral communication.• Give oral presentations to different audiences for various purposes, such as summaries of books and articles, narratives, and persuasive topics.• Acknowledge the audience with eye contact and use appropriate verbal responses to clarify questions and inquiries. Technology (8.1 A; B 6-7) <ul style="list-style-type: none">• Basic Computer Skills & Tools• Choose appropriate tools and information resources to support research and solve real world problems, including but not limited to:<ul style="list-style-type: none">○ On-line resources & databases○ Search engines & subject directories• Evaluate the accuracy, relevance, and appropriateness of print and non-print electronic information sources. Social Studies Skills (6.1 A)

- What overarching enduring understandings are desired as a result of this unit?

- Adapting to the environment is a key element in the success of a people group
- The thirteen English colonies flourished under a regime of salutary neglect
- The use of PowerPoint in a presentation should enhance a presentation, not overwhelm it.

Part II. Determine Acceptable Evidence (Description of Project)

- What evidence will show that students understand? Describe the performance tasks or prompts and other evidence that indicate students are able to respond to the driving question.

First, students in pre-selected groups will research one of the original thirteen colonies through a number of sources: the internet, encyclopedias,

primary sources, library resources, the textbook, etc. Through their research, the groups will discover many things about their selected colony: the reason why it was founded, how the colony received its name, the type of jobs available during colonial times, what was daily life like in their colony, what type of government did the colony have, etc.

The groups will then create an infomercial about their colony in order to attract their classmates (who are "would-be colonists") to their colony. Each group will create the infomercial with the use of Microsoft PowerPoint. Their infomercial must contain at least seven slides that discuss a variety of topics about their colony which they found in their research. Also required in the PowerPoint, is a demonstration of a working knowledge of the program – thus requiring them to use transitions, graphics, and other tricks to PowerPoint.

After the infomercial PowerPoint has been created, the groups will present their infomercials in front of the class while being video recorded. The actual presentation of the infomercial is where students can really use their personality to sell the colony to the audience.

Evaluation of the student work will be on multiple levels. To keep the students progressing in the project, they will be required to submit progress reports detailing the work each member has done towards reaching the goals of the project. Each completed Infomercial/PowerPoint will be evaluated through the use of a rubric that assesses each group on the quality of their PowerPoint, their presentation to the class (including use of formal language, graphics and required information), and the creativity used in bringing old colonies to life in the present. The audience will then evaluate the group's performance by providing feedback on positive aspects of the presentation and aspects of the presentation that could be improved.

Finished products will be placed on display on a hallway bulletin board in a bound book presentation so the content of their presentation will be available. The taped presentations will also be available for viewing at selected times.

Derek Stanton Social Studies, Seventh Grade Lesson Plans for 2/5/07 – 2/9/07
318 – Mondays & Wednesdays (Periods 3 & 5); Friday (Period 5)
317 – Tuesdays & Thursdays (Periods 3 & 5); Friday (Period 3)

Driving Question: How is life in other people's shoes? Sub-question: What was life like in Colonial America?

318 Monday	Tuesday 317	318 Wednesday	Thursday 317	317 Friday 318
Students will be able to: <ul style="list-style-type: none"> ✓ Locate the Thirteen Colonies ✓ Identify the requirements for the next marking period's project ✓ Organize their group in an effort to complete the project ✓ Identify & Define PowerPoint terms & applications By: <ul style="list-style-type: none"> ✓ Viewing the requirements on the LCD projector and in handout form ✓ Creating a group plan of action ✓ Creating an outline map of the thirteen colonies Homework: <ul style="list-style-type: none"> ✓ Read Chapter 4 Section 2 ✓ Complete Section Review Questions ✓ Complete Bibliographic Cards, group plan of action (DUE 2/23/07) 	Students will be able to: <ul style="list-style-type: none"> ✓ Describe the triangular trade ✓ Define barter ✓ Analyze the needs/wants of the major parties of the triangular trade ✓ Evaluate the effect of the triangular trade on the American colonies By: <ul style="list-style-type: none"> ✓ Completing a trading role-play ✓ Taking notes ✓ Discussing questions related to the importance of the triangular trade in the colonial economy Homework: <ul style="list-style-type: none"> ✓ Read Chapter 4 Section 3 ✓ Complete Section Review Questions ✓ Complete Bibliographic Cards, group plan of action (DUE 2/23/07) 	Students will be able to: <ul style="list-style-type: none"> ✓ Create an infographic related to one of the original thirteen British Colonies in North America By: <ul style="list-style-type: none"> ✓ Creating in groups a PowerPoint ✓ Presentation using the computer lab ✓ Researching the thirteen colonies in the computer lab Homework: <ul style="list-style-type: none"> ✓ Read Chapter 4 Section 4 ✓ Complete Section Review Questions ✓ Complete Bibliographic Cards, group plan of action (DUE 2/23/07) ✓ WORK ON POWERPOINT! 		

90 minutes	90 minutes	45 minutes
6.4 C 1-8 <ul style="list-style-type: none"> • Discuss factors that stimulated European overseas explorations between the 15th and 17th centuries and the impact of that exploration on the modern world. • Trace the major land and water routes of the explorers. • Compare the political, social, economic, and religious systems of Africans, Europeans, and Native Americans who converged in the western hemisphere after 1492 (e.g., civic values, population levels, family structure, communication, use of natural resources). • Discuss the characteristics of the Spanish and Portuguese exploration and conquest of the Americas, including Spanish interaction with the Incan and Aztec empires, expeditions in the American Southwest, and the social composition of early settlers and their motives for exploration and conquest. • Describe the migration of the ancestors of the Lenape Indians and their culture at the time of first contact with Europeans. • Compare and contrast historic Native American groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodland regions at the beginning of European exploration. • Analyze the cultures and interactions of peoples in the Americas, Western Europe, and Africa after 1450 including the transatlantic slave trade. • Discuss how millions of Africans, brought against their will from Central Africa to the Americas, including Brazil, Caribbean nations, North America and other destinations, retained their humanity, their families, and their cultures during enslavement. 	Social Studies Standards Technology Standards	

8.1 A.3 – 8, 10

- Demonstrate effective input of text and data, using touch keyboarding with proper technique.
- Input and access data and text efficiently and accurately through proficient use of other input devices, such as the mouse.
- Design and produce a basic multimedia project.
- Use network resources for storing and retrieving data.

How is life in other people's shoes?

What was life like in Colonial America?

Your expertise is needed! The governor of your colony has chosen your group to advertise your colony back in Europe. You have decided that an infomercial is the best way to attract them across the pond to where you are. Unfortunately, the Europeans don't have quite the knowledge of your colony as your group does and needs some information about your colony before they can make an informed decision. They need these important facts you may have about your colony to help stimulate their interest in settling it. Thankfully, you have some things to assist you in your advertising your colony that earlier colonists didn't have: PowerPoint, the internet and your textbook!

YOUR TASK:

Create a PowerPoint presentation of at least 7 slides using the following guidelines:

SLIDE CHECKLIST	✓	WHO IS COMPLETING IT?
1. SLIDE 1 – TITLE SLIDE		
• The name of the colony		
• The names of the group members		
• Map or flag of your colony		
2. SLIDE 2 – BASIC COLONY INFORMATION		
• Who started the colony?		
• In what year was your colony was founded?		
• Why was the colony founded?		
3. SLIDE 3 – COLONY NAME		
• What's the origin of your colony's name?		
• Why does your colony have that name?		
4. SLIDE 4 – ECONOMIC DESCRIPTION		
• What type of economy does your colony have?		
• What jobs do colonials have?		
• What are some major products from your colony?		
• What farming products can be found in your colony?		
5. SLIDE 5 – GEOGRAPHY OF THE COLONY		
• Where have settlers in your colony come from?		
• What type of geography does your colony have?		
• What form of government (if any) does your colony have?		
6 & 7. SLIDES 6 & 7 – ADDITIONAL INFORMATION		
<i>(any other information you think might attract Europeans to the colony)</i>		
This might include (Each topic should have its own slide):		
• The role of African Americans		
• The role of women		
• The role of religion		
• Major settlements in your colony		
• Point of contact to inquire about your colony		

***Then, your team must use that PowerPoint presentation to create a 5 minute
(minimum) infomercial to present in front of the class.***

Name of your colony:	Phone #'s & Emails:
Name of your partner(s):	

Rubric for PowerPoint Presentation & Infomercial

	Slave	Indentured Servant	Colonist	Founding Father
AVAILABLE POINTS:	0-20	22-25	26-29	30
Required Slides	Group creates the following: o less than 6 of the required slides	Group creates the following: o 6 of the required slides	Group creates the following: o 7 required slides o all required information on each slide is included	All of Colonist plus: o Additional slide(s) discussing minorities in the colonies
Infomercial Presentation	Presentation uses: o PowerPoint to give presentation o Monotone voice o Reading from the screen	Presentation uses: o PowerPoint to give presentation o Persuasion of Europeans to join your colony o Low VOICE Projection	Presentation uses: o PowerPoint to illustrate ideas o Persuasion of Europeans to join your colony o Consistent eye contact with the audience o VOICE Projection	All of Colonist plus: o Includes a hook to begin the presentation o Creates an infomercial character o Memorizes content they are presenting
AVAILABLE POINTS:	0-10	11-12	13-14	15
Bib. Cards	• Completes 0-9 bibliographic cards	• Completes 10 bibliographic cards (0 - 2 books referenced)	• Completes 10 bibliographic cards (3 books referenced)	Colonist plus: Completes 2 additional bibliographic cards
Drafts (For 3 drafts)	Little or no required information completed	Missing two items from required information	Missing one item from required information	All required information included in proper format (see sheets)
Use of PowerPoint	Presentation makes use of: o Text size smaller than 32pt. o Text is in paragraph form	Presentation makes use of: o Text size at least 32pt. o Text is in notes form o Transitions between 2 slides	Presentation makes use of: o Text size at least 32pt. o Text is in notes form o Transitions between all slides o Animation on one slide o Sound on one slide	All of Colonist plus: o Transitions are the same on all slides o Animations/Sounds are subtle
Use of graphics	o Less than 3 graphics in the presentation	o 3 graphics in the presentation	o 5 graphics in the presentation o Each graphic is applicable to the content of its slide	All of Colonist plus: o At least 1 graphic per slide
Research	Research is copied directly from written or internet source	At least half of the research is in the student's own words	Research is in student's own words	Research is in student's own words and provided in a persuasive manner
Mechanics/ Usage	Contains more than five errors	Contains 3 to 5 consistent errors	Contains one to two minor errors	Contains few, if any, errors
TOTAL				165

Timetable for PowerPoint Presentation & Infomercial

Element	Bibliographic Cards	Draft Slides 1 - 2	Draft Slides 1 - 5	Draft Slides 1 - 7	Final Draft	Presentations
Due Date	Friday 2/23/07	Friday 3/2/07	Friday 3/9/07	Friday 3/16/07	Friday 3/30/07	Week of 4/2/07
What is expected of these items?	See above rubric	Includes: ✓ All required info ✓ Slide Background ✓ Appropriate pictures	Includes: ✓ Revised slides 1-2 ✓ All required info ✓ Slide Background ✓ Appropriate pictures ✓ Transitions	Includes: ✓ Revised slides 1-5 ✓ All required info ✓ Slide Background ✓ Appropriate pictures ✓ Transitions ✓ Animations	Includes: ✓ Revised slides 1-7 (plus add'l slides) ✓ All required info ✓ Slide Background ✓ Appropriate pictures ✓ Transitions ✓ Animations ✓ Sounds	Includes all of Final Draft plus: ✓ Attends to the rubric above for presentations